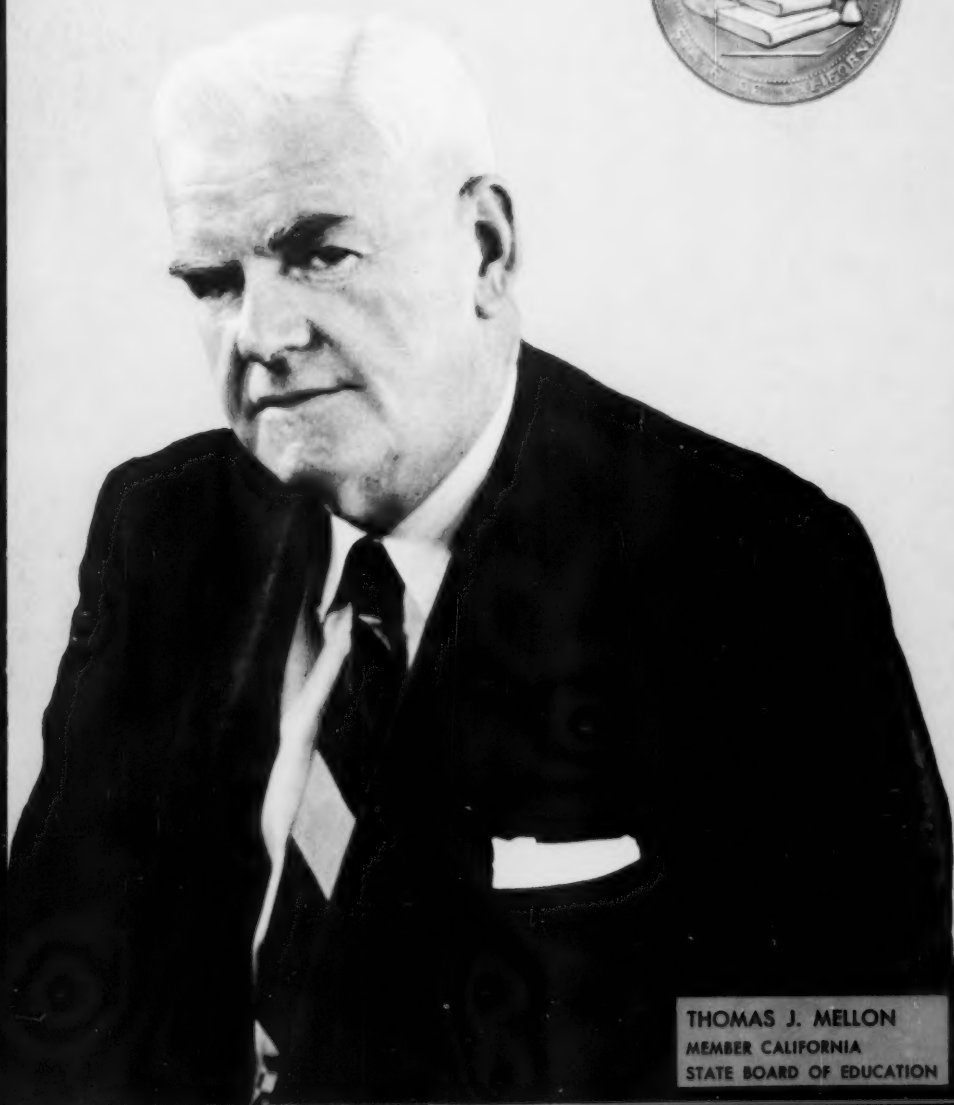




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THOMAS J. MELLON
MEMBER CALIFORNIA
STATE BOARD OF EDUCATION

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THE COVER ILLUSTRATION is the fifth in a series presenting members of the California State Board of Education and its Secretary and Executive Officer, the Superintendent of Public Instruction

THOMAS J. MELLON, MEMBER CALIFORNIA STATE BOARD OF EDUCATION

Thomas Joseph Mellon, a native Californian, has been a member of the California State Board of Education since June, 1952. Along with this civic responsibility, Mr. Mellon is at present carrying responsibility as a member of the San Francisco Police Commission, an appointment he received in 1953.

Mr. Mellon was born in San Francisco, attended elementary school in Burlingame and Oak Grove, graduated from San Mateo high school, and received his law degree from the University of San Francisco. Following graduation, he accepted employment with the Gunnett Company of the Pacific, and within a year went with the Security Insurance Company. Shortly thereafter, he went with the Wessix Electric Heater Company, the company of which he is now Vice President, General Sales Manager, and Director. His success speaks exceedingly well for his leadership and business ability. And the fact that he has served as president of the San Francisco Chamber of Commerce is evidence of the esteem in which he is held by the civic leaders of the city in which he works.

In addition to being a leader in the field of business and carrying heavy civic responsibilities with credit, Mr. Mellon is a man who has many and varied interests. Among these interests are his church, baseball, and football. He has traveled extensively in the United States, Canada, Mexico, and the Orient. He enjoys participation in the activities of the Olympic Club and the San Francisco Family Club.

ORGANIZING A PROGRAM OF SOCIAL STUDIES— A PANEL PRESENTATION

The following article is a transcription of a panel discussion held in San Francisco on May 2, 1957, before members of the California State Central Committee on Social Studies, directors of the 1957 social studies workshops, and State Department of Education personnel. Jay D. Connor, Associate Superintendent of Public Instruction; Chief, Division of Instruction; and Chairman of the California State Central Committee on Social Studies, introduced the following panel members: *Chairman*, I. James Quillen, Dean, School of Education, Stanford University; Prudence Bostwick, Professor of Education, Los Angeles State College of Applied Arts and Sciences; Lavone A. Hanna, Professor of Education, San Francisco State College; John U. Michaelis, Professor of Education, University of California, Berkeley; and J. Cecil Parker, Professor of Education, University of California, Berkeley.

CONNER: The State Central Committee on Social Studies is currently engaged in a study which is to result in an improved program of social studies for the public schools of California, kindergarten through grade fourteen. On several occasions during the past two and one-half years the Central Committee has invited people with special competencies to assist with specific tasks. The Central Committee has benefited from the participation of social scientists, specialists in human growth and development, and specialists in learning. The Central Committee and workshop directors are now ready to consider several factors involved in organizing a program of social studies. Five people have been invited to discuss this phase of the study. The panel members were not asked to agree prior to this meeting on a way to organize the social studies program, but all were invited to illustrate how a social studies program might be organized.

QUILLEN: We have been asked to discuss four topics; namely: (1) factors involved in organizing a social studies program, kindergarten through grade fourteen; (2) factors involved at any one educational level, such as elementary, secondary, or junior college; (3) factors involved at particular grade levels; and (4) possible sequences for a social studies program.

We need first to give attention to certain considerations of a general nature.

HANNA: We need to ask some philosophical questions before we map out a program of social studies. For example, we need to decide what place the social studies are to have in the total curriculum of the school. Are the social studies to be thought of as basic in the school program and therefore required of all students, kindergarten through the fourteenth grade. If we are to have continuity throughout the public school program, the social studies may be regarded as a basic course to carry the thread of general education for all children growing up in our American culture. The times are too critical and current issues too important to leave gaps in the program. We need to ask: "What experiences do children need in order to understand themselves and their world, and to become effective democratic citizens?" Then we need to design a program to meet the common personal and social needs of all boys and girls growing up in our society. This program should be required of all students at all grade levels.

Secondly, are we planning to continue the unit-of-work way of organizing the social studies program, and can this type of organization be extended to higher educational levels? We have made a strong contribution in California to understanding and use of the unit-of-work concept. I know of no better way to organize experiences to help boys and girls achieve the goals of the social studies program. The unit of work cuts across subject matter boundaries to enable children and youth to use material from any subject field to solve problems, achieve purposes, and satisfy needs. In so doing, they see interrelationships among several subject matter disciplines, and what they grasp becomes meaningful to them. The unit of work is rich in opportunities for children and youth to satisfy their basic drives; it provides a good way for them to apply the skills which they have acquired. It makes it possible for them to solve problems and to meet their individual needs. It provides teachers with a way to deal with individual differences so that children and youth can progress at their own rate. I favor the adoption of a social studies program which provides for use of the integrative unit of work as we now advocate it for the elementary school, and I would like to see this philosophy carried to other educational levels.

Thirdly, should we have a different social studies program for different maturity or educational levels? If the social studies program is primarily to develop the understandings, skills, and values that children and youth need to be effective citizens in our society, then I would not advocate the development of differentiated programs by maturity levels, educational levels, intelligence levels, or by reference to interests, or any other basis for differentiation. We ought to provide for individual differences within one program and I would like to have young people work together in the social studies program so that they can learn how to co-operate with others who are different and who have varied interests and abilities.

QUILLEN: Are there comments from other members of the panel about the question of whether or not the social studies program should be continuous and required of all children and youth, kindergarten through junior college?

MICHAELIS: A framework for social studies should guide, stimulate, and lead to improvement. It should define a minimum level for the social studies program in California. There will be certain elements common to California's program and the programs of other states. Our current knowledge regarding interdependence can lead to no other conclusion.

In this connection, are we clear about the place of social studies in the broader concept of social education? The social studies are a planned program of core experiences which should not be left to chance; the social studies contribute greatly to the over-all program of social education and they help to synthesize social learning. The social studies constitute a distinct, important area within the total curriculum. Social education consists of all the experiences that contribute to social learning. For example, the guidance function and activities for personality development contribute to one's social learning. The social studies make a great contribution to one's social learnings, but not the sole nor the total contribution.

The area or units selected for the social studies should have significance now and during the future. They should be based on specific problems and related to social realities. Children and youth should be provided with a range of problem-solving experiences. They need to learn to think in different settings as well as about different problems.

We need to provide for synthesis and reorganization on ever higher levels, not just repetition with more detail added. There is no excuse for the amount of repetition we have. Mere repetition should be avoided by planning for synthesis and reorganization on increasingly higher levels. The process should lead to ever-widening application of values and generalizations to deeper understanding of basic concepts and to refinement of basic skills and processes.

BOSTWICK: When we look at a program of social studies we should think of it in some kind of over-all pattern. Important considerations are involved in decisions relative to the social studies program. When faculties consider their responsibilities for social education they contribute much to the cause. When a total faculty helps to build the social studies program, all faculty members understand and can then contribute to the social ideals and objectives agreed upon. In some places there may be feelings that social studies should not be the central core of the instructional program. These things need to be thought through carefully. Perhaps it is better to say that the social education of children and youth is a responsibility that runs through all of education and that all educational experiences contribute in a large way toward achieving

the goals of social education. We don't need to look upon social studies as the sole purveyor of our way of life.

QUILLEN: What is the relationship of the social studies program to the state framework of education?

HANNA: The social studies framework being developed now should have very close relationship to the *Framework for Public Education in California*.¹ When considering the social studies program, we should be aware of the general framework for education in California.

QUILLEN: We seem to have a consensus among panel members that the social studies program should be continuous, should be required on all grade levels, and should be a basic program for all children and youth.

Are there any further comments on the question of unit organization—whether or not this should be the basic method of organization at all levels?

PARKER: The materials developed thus far by the Central Committee seem to have two co-ordinates. On the one hand, the learner and learning, and on the other, concepts from eight social science disciplines. I am ready to forget about co-ordinates, as we have used the term in the past, and commit myself to a very simple organization of the social studies program. We need to accept different kinds of units and different aspects of integrated units. We need to select the best units representative of all types. This statement, obviously, is committing me to the unit organization as we move ahead in the development of the social studies program.

QUILLEN: There seems to be agreement among the panel members that the unit method of organization should be used throughout the whole program. Is there any difference of opinion about the need for a continuous program to serve all levels of education without differentiation at certain levels and for certain groups?

BOSTWICK: That is a question of considerable ferment, because we are living in times of special consideration of the gifted. People are already providing separately for gifted children and youth, and this practice gives us reason to pause. We are so deeply committed to the concept of social education, to the need for unifying people and at the same time utilizing the gifts and talents of all, that when we express belief that young people should receive their education together—utilizing the gifts and uniqueness of all—we are striking at the heart of some people's belief that the gifted youngsters should be provided for separately.

¹ *A Framework for Public Education in California*. Bulletin of the California State Department of Education, Vol. XIX, No. 6, November, 1950. Sacramento: California State Department of Education.

HANNA: It also seems that we need to provide differentiated materials for use within a class. Particularly is this true in the upper grades where reading spans sometimes cover six or more years. In high school, the reading span within a single class may extend from third grade up to the college level. This is a problem that we need to face if people are to work together.

QUILLEN: My point of view is that in certain cases ability grouping is desirable. Within a high school program, I would recommend considerable differentiation between children of different levels of ability and with different kinds of ability. However, it is very important that children and youth at all levels of education have a significant area of common experiences, and the most important of all curriculum areas for this purpose is the social studies, because the major function of the social studies is the development of effective citizens for a democratic society. One problem in a democratic society such as ours is how to achieve mutual respect, common understandings, and opportunities for people with different backgrounds to work together. The most important place to begin to make progress in these areas is in the public schools, and particularly in the social studies program. I support the idea of a common program all the way through the public school system, but this does not necessarily mean that we should not recognize the special needs and abilities of children and youth. These differences can be provided for in various ways within the total program.

BOSTWICK: Studies of under-achieving gifted show that many times they are bored with the common program, they are not challenged and do not have the feeling that what they regard as important is also regarded by others as being important. Do we not have the responsibility, as we develop the social studies program and use the unit method, to see that there is a variety of materials, learning activities, and opportunities for leadership so that the gifted children may have a satisfactory part, as well as all others?

Perhaps another reason for underwriting the unit method is reflected in the comments of young people about the social studies program. A recent study in Colorado of attitudes young people hold regarding their school program, shows the social studies program to be of least interest to them. This points to the fact that we don't know how to develop the program at the secondary level so that the social studies program becomes an exciting, challenging, and thought-provoking area of study.

HANNA: We really cannot develop a social studies program until we know what the objectives are that we expect to achieve. This is another area for determination. We need to define our objectives in terms of the behavioral changes we hope boys and girls will exhibit as a result of the social studies program. Do we want to set up problem-solving

situations in the social studies? Do we want citizens who use the scientific method to solve personal and social problems? Is this one of the most important objectives? Do we want every child to work up to his capacity, to be responsible, and use good work habits? Until we know our goals we cannot know what experiences to provide.

MICHAELIS: I wish to comment regarding the secondary school social studies program and its relationship to other areas of the curriculum. Assuming that we will have a continuing social studies program through the junior college, we cannot stop with just that provision. We need to explore the relationships between the social studies as a core and the related special fields—vocational and others. Sometimes, the best approach with youngsters may be through the special areas. We can reach most children and youth through the social studies, but not all of them. We have not really spelled out a good social studies program in our secondary schools until we have defined relationships between the special and the general education program and have identified approaches to the general program through the special areas. The vocational aspects of education offer an example of how a person's general education can be improved through a special field.

There is another problem that needs immediate attention. Since behaviors are mentioned in several places in the Central Committee's statement, consideration should be given to the question: What behaviors? Can we identify those behaviors which are consistent with the values believed to be basic in our culture? In addition, can we think of behaviors beyond the *doing* level? Our thinking, relative to behaviors in the social studies program, often stops at the doing level. Certainly, what youngsters can do right now is important, but young people of all ages can go far beyond *doing*, to the observing of behaviors among other people, both their own and other cultures. This is possible by means of *study* and *observation*. Behavior then becomes a strand for comparing ways of living here with ways of living elsewhere, for making comparisons between the values different people hold, and the behaviors involved in living in other cultures. Can we identify, in goals for the social studies, some of the democratic behaviors we believe to be important, and suggest guide lines for their development on the three levels of doing, observing, studying?

HANNA: Many behaviors we hope to develop as goals depend to an extent on how we teach. For example, if we want children to think critically, we need to provide experiences in which they have opportunity to think critically. If we want children to co-operate, we need to state what we mean when children co-operate, and provide experiences where they can use these behaviors. Our goals include not only overt behaviors but also attitudes, values, insights, and particularly the acquiring of empathy and compassion for other people.

MICHAELIS: We want to achieve these goals, but we need to go beyond the *doing* level to high levels of thinking about democratic behavior. The history of California or of the United States, for example, provides content which can be utilized to help guide behavior in daily living, but it can do more. Young people can compare the behaviors of people living in previous eras in our culture with our way of life (behaviors) today and thereby get a double learning. Behaviors provide a strand for making solid comparisons to improve the continuity of the social studies program. Youngsters should consider behavior not only as a frame of reference for their daily life, but also for thinking about people in other cultures.

PARKER: The Central Committee has done an excellent job of identifying concepts within eight social science disciplines. I understand these concepts have inherent within them objectives as well as content for the social studies. Actually, there are several kinds of content. I will mention four kinds. In each of the eight social sciences there are laws, principles, generalizations, and conclusions inherent within each discipline. In a sense, the disciplines are summaries of the learnings acquired. That primarily is what the Central Committee has listed. It seems to me that there is content—in the methods, the processes, the techniques through which laws, principles, conclusions, and generalizations are derived and that the content is as important as the laws or principles themselves. There is content also in the application of these laws, principles, and generalizations, in a social context. This type of content does not follow automatically from learning the laws, the principles, or the methods of the disciplines. One of our major difficulties in social studies, with all of its diversities, is that we have not really learned how to go beyond consideration of the laws, principles, and generalizations. I think the Central Committee is in a position to go well beyond consideration of only the laws, principles, and generalizations and to do it in a matrix of behaviors such as has just been mentioned.

QUILLEN: To summarize, it is evident that members of the panel agree that we should have a clear statement of objectives in the social studies program, that the objectives should be stated in terms of the kinds of behavior that we hope to develop through the social studies, and that these behaviors should become the basis for selecting content, methods, and materials. We have mentioned two types of behavior: (1) the behavior that is involved in developing concepts, generalizations, and understandings; and (2) the behavior involved in methods and processes or the general area of skills and abilities. Included in the latter group is problem solving and critical thinking. A third important area is the one that initiates and motivates action, the one relating to basic values, ideals, interests, and appreciations—the emotional aspects of personality. All three of these kinds of behavior are closely interrelated. When

describing the behaviors that we want to develop, we need to give attention to all three, which include understandings, generalizations, concepts, values, ideals, appreciations, skills, and special abilities.

When stating the objectives, we need to look at three other basic factors. These are: (1) the kind of culture in which we are educating children and youth, its special demands in terms of knowledge, ideals, skills, and abilities; (2) the values in our culture which we want to further by means of education—the cultural standards which the school should help preserve and extend; and (3) individual needs, differences, growth and development, and the learning process.

HANNA: This leads to a consideration of ways to organize a social studies program—consideration that rests primarily upon the areas just mentioned. In order to build a social studies program, we need to analyze the culture in which we live. Our society today is different from what it was before World War II. The kind of a social studies program that we had then is not adequate to prepare children and youth to develop the understandings, skills, and values needed today. An analysis of current societal needs provides one basis for developing a social studies curriculum. This requires us to look at what children need to know, to the kinds of experiences they need in order to adjust and to adapt to modern society.

There are several important areas of study that should not be left out of any social studies program. One of these is international relations. Another is the utilization of science and technology in our society and the changes which science and technology are bringing about in the world scene. Another important area is that of our economic relationships. It is difficult to understand why we do so little with these important areas.

BOSTWICK: Another important area of study today is that of conflicting values. Dr. Louis Rath is conducting some studies on how to help youngsters discover values, test values, and realize that there are conflicting values. Too often we veer away from study of areas of conflict in our society. This is one reason why the social studies suffer from loss of interest. Things that were controversial in the fourteenth century can be discussed freely, but things that are controversial today are discussed very little or with great caution and sometimes with fear, largely because some people in our community may become irritated. Members of the community need to be brought into the planning of the social studies program so that they will understand the need to include controversial issues in the social studies program. Such subjects as racial integration, sex education, international relations, and applied economics are too often considered controversial. The richest material we can provide in the social studies is in areas of controversy. We need to find out how to include controversial issues in the social studies program.

You recall that Stanley E. Dimond reported in Detroit that emotionally unstable people are often inadequate in meeting common citizenship responsibilities. This means that we need to look at the conflicts in our society which causes instability.

MICHAELIS: Another dimension of values beyond controversy that certainly should be included in the social studies program is highlighted in one of the concepts that has been listed in the synthesis of concepts, namely, "The basic substance of the civilization is rooted in its values. The nature of values is the great problem faced by human beings." The values we live by are certainly of basic importance and we should give attention to them, but we can't afford to stop there. Young people must be helped to understand that other sets of values operate in other cultures, that people in other cultures make choices in light of their values, and that those choices are likely to be proper for them within their own value system. This appreciation of other value systems can begin early in the social studies—in studies of the community, home, and state. Later, in the total social studies program, youngsters should identify more than eastern and western values. To consider these two broad categories only is a gross oversimplification of reality in our world today. Students should identify other value systems and develop some facility for understanding decisions made in other cultures in light of the values that exist therein. Readily discernible differences exist in the following cultures: Arabic, Chinese, Northern European, Slavic, and Indian. These can be studied in a systematic way in the social studies to help students understand the reasonableness of decisions made in different cultures.

HANNA: Possibly, the needs of boys and girls and the demands of our society can be organized around the four areas discussed in *A Framework for Public Education in California*;² namely, personal development, human relations, economic relations, and social-civic relations. Several subareas could be listed, such as (1) understanding of self, recreation, education, moral and spiritual values; (2) under human relations—interpersonal relations, group relations, and family life (this area needs a great deal of attention in schools); (3) under economic relations—the conservation of natural resources, occupational choices, labor and management, the effect of science and technology on the economy, money and prices, role of government in the economy, international economic relations, and personal finance and consumer problems; (4) under social-civic relations—study of democracy and conflicting ideologies, citizenship responsibilities at all levels from local to international, international relations, world cultures, and appreciation of our American heritage. All of the generalizations received from the social scientists might be organized under these four headings.

² *A Framework for Public Education in California*. Bulletin of the California State Department of Education, Vol. XIX, No. 6, November, 1950. Sacramento: California State Department of Education.

Concepts and generalizations have dimensions. They grow. Little children can grasp a concept or generalization but not to the same extent as a child in the seventh or the twelfth grades. A child's grasp of concepts expands as he acquires new understandings and can try them in new situations. Children should not be required to memorize generalizations or concepts. Concepts should be developed out of the experiences they have. The concepts developed are conditioned by the experiences that children have.

PARKER: If the social studies are to help boys and girls learn how to meet situations involving human relationships, in contrast to our earlier notion of the social studies being primarily concerned with the transmission of a heritage, we need to look carefully at the value of generalizations. In my efforts to understand what is involved in people meeting situations, I have yet to encounter them meeting situations with generalizations. Within your own experience, is this the way you meet situations? I have examined the materials on learning, particularly the experimental material, and I come up with one strong conviction; namely, the highest level of effectiveness in learning is achieved when we provide for *use* at the time of learning. When I take some of the concepts which the social scientists have identified and try to plan a sequence of social studies with provision for their use at the time of learning, it impresses me as being a difficult task. To what extent do we want to provide for use at the time of learning as we build the social studies program? This is one consideration that enters into any decision regarding the organization of the social studies program. I would tend to select for instruction in social studies those things for which use can be found at the time of learning.

HANNA: What do you mean by use?

PARKER: A professor of higher mathematics provided for use of the fundamentals of arithmetic in a calculus course. That is but one way of looking at use. Another way is in conflict situations which exist in the school and in the school neighborhoods.

QUILLEN: The point has been made that the kinds of use that may be appropriate, vary at different maturity levels and in different situations. Probably we would all agree that there is a place for abstraction, and for extension of ideas beyond the area of immediate use. We are not thinking just in terms of direct, overt behavior. As individuals develop they can handle higher levels of abstraction for longer periods of time without the necessity of immediate application.

CONNER: Will you develop this topic sufficiently to give guidance to the Central Committee? We are sometimes compared with totalitarian countries that produce in their young people a verbalization of their

ideology. Young people here are not always able to verbalize as well about our ideology. This possibly is related to use. In totalitarian countries, mastering an ideology is often closely related to the preservation of one's life. We have felt less need for mastery of concepts and principles for survival purposes. Citizens sometimes expect us to produce certain kinds of abilities relative to the verbalization of our ideology. We don't always have the motivating impact of use.

QUILLEN: A question has been raised about use. I think the application of knowledge is integral to the kind of method that is used in the classroom. If the unit method is to be used, units should be selected which offer the possibility of application of what is learned, and in the teaching of each unit, the culmination or conclusion should provide for the application of what has been learned. I think there are three stages in the teaching of any unit—the introduction of what is to be studied, including its analysis; the collection, organization, and interpretation of information; and the drawing and applying of conclusions from the information. Use and application should be continuous in the method of teaching.

HANNA: Generalizations formulated by the social scientists are not to be published for teachers to give to boys and girls to learn. Effective learning does not take place this way. Teachers need to recognize the basic generalizations as references from which they develop suitable learning experiences. Some are very simple. Take the one on interdependence. Children in the first grade can grasp this generalization and apply it. They can learn that people have to work together in order to accomplish certain things. They can learn that people are dependent upon one another in their communities. This concept of interdependence can be understood at the earliest levels. It can begin in the kindergarten. By the time young people reach the twelfth or fourteenth grade, the generalization about interdependence will be greatly expanded, but it will be basically the same. As children draw conclusions regarding generalizations at their respective maturity levels, they can apply them. In the past this process has been pretty much on the verbalization level and it hasn't meant much to children.

PARKER: A simple matrix helps me get at this aspect of the problem. There are different levels of teaching and learning. They are memory, meaning, significance, and action. We can memorize, get meaning, attach significance and try to get action.

MICHAELIS: When we consider meaning, we recognize that it involves the learner's perception, understanding, and grasp of the situation. Significance goes beyond that to usefulness and application. Too frequently we consider something to be significant only if it is immediately useful in the life of the learner. Let's project learning so that it also has signifi-

cance in the lives of others. Knowledge can be significant to a learner because it has significance for others as well as for the learner.

QUILLEN: We should think of long-range as well as immediate action. The learner can think through things that he would do in a future situation and make plans for action even though he doesn't have the opportunity to apply those plans immediately.

Thus far, we have referred to characteristics in our contemporary culture as important factors to take into consideration in building a social studies program. We have talked about the importance of international relations, the values and standards of other peoples, and the rapidity of change as a result of the emphasis on science and technology. We need to give more attention to the co-ordination of change. Our emphasis on science and technology as applied to the physical world is advancing us much faster in this area than we are progressing in the area of improvement of human relations.

Things that have happened since 1945 make our culture quite different from what it was before World War II. Some of these changes are listed as follows: the very rapid increase in population, which is going to continue in the immediate future and become even more rapid; the almost catastrophic increase in the tempo of change that results from putting billions of dollars into scientific research; the development of suburban areas and the overlapping of suburban areas in developing great urban regions; and the new attitude toward family life and the new kind of family life that is developing. These are some of the recent cultural changes.

We have talked about values. I assume that we are in agreement that these values should include those that have emerged from our tradition. Such values as the infinite worth of the individual, mutual respect, equality of opportunity, a belief in basic civil rights and liberties for all, co-operation in the solution of problems, the use of reason, and belief in the future. These are values toward which we are working, and we need to develop in the young the effectiveness necessary to maintain and to more broadly realize these values within the rapidly changing industrial-urban culture in which we live.

We haven't said much, yet, about the factors of growth and development, the needs of individuals, maturity, and methods of learning.

MICHAELIS: I wish to say something about continuity in the sequence of content. Continuity of learning is obtained when the learner relates experience to experience in one or more of the following ways. First, values, ideals, appreciations, and attitudes grow and change as the learner has experiences in the social studies. The learner compares, notes likenesses and differences, and builds either a positive or a negative attitude. Secondly, he relates experience to experience by noting the roles that are played—the role he can play, the roles others play. If there is a

difference between the expected role and the real role, this difference can lead to negative as well as to positive outcomes. We need to be aware of disparity between expected and real roles. Thirdly, the learner relates experience to experience through growth in and increasing understanding of the democratic behaviors mentioned earlier—cooperation, responsibility, and others. These grow conceptually as well as operationally. Fourthly, he relates experience to experience through the skills and processes that he uses—problem solving, communicating with others, making choices, and using materials. This is one of the most fundamental ways to get continuity in the social studies, as it is in other areas of the curriculum such as reading, arithmetic, and foreign language. The individual learns also by fitting together strands of meaning such as generalizations, and concepts of space, time, and order. We have given most of our attention in the social studies to the latter, but we won't have continuity until we get better information about ways to unify knowledge. To be sure we need to get as much continuity as is possible from content, but continuity also can be secured through the other avenues suggested.

There are several practical things to be done to promote continuity of learning as we plan the social studies program. Possible transitions from unit to unit, and transitions from problem to problem within each unit need to be suggested. Transitions from grade to grade and relationships between units, and between problems within units, should be clarified. Illustrative comparisons that can be made from level to level should be suggested, such as examples of democratic behavior, concepts, social functions. Sequences of growth in skills and processes should be shown from level to level, such as critical thinking and problem solving, discussion, map-reading and the like. In the child development section of the framework, for example, can we deal specifically with some of the processes in the social studies as well as the general things we know about children?

HANNA: Objectives are not something to be arrived at, rather they are something to develop. If one objective is for children to learn how to co-operate, working with other people becomes a process to be developed as they actually work with other people. Critical thinking also is a developmental process. One criticism of the social studies is that they have been taught through a process which involves excessive repetition. Everything taught is for a year. The next year we teach as if the learner had not received anything the previous year. We start over again. Research done in Pennsylvania and New York regarding the student and his knowledge reveals that this type of thinking is done more often in the social studies than in any other subject field. One way to get continuity is to plan definitely how we are going to help children to grow into their understanding of the concepts and generalizations

that we think are important. These strands should be planned. Planned repetition can be desirable in order to broaden, expand, and deepen insights and understandings.

MICHAELIS: Let's not use content as the sole avenue to continuity. Let's get as much continuity as is possible through many avenues. Also, I favor synthesis and reorganization over repetition.

PARKER: We tend to forget that there may be little or no opportunity for use. I am convinced that the process, the methodological content does not wash out as easily. More emphasis should be placed on the process—the methodology—because it sticks. It is the memorization of specific unused facts that is forgotten quickly.

BOSTWICK: Are we sufficiently sensitive to child growth and development? We often generalize regarding the growth and development of young people. There is danger in generalization. There are, however, certain growth and developmental characteristics that should be noted. In May Seagoe's book on learning,⁸ she identifies certain motivations for learning, such as curiosity, desire for adventure, the need for a feeling of accomplishment, a desire to explore, a need to be creative, and the need for activity. Continuity can be built around satisfying these motivations. Information about motivation may help to determine what to put at the different grade levels.

QUILLEN: We have talked generally about ways to get continuity, such as through concepts, generalizations, processes, methods, values, and objectives. Now we are ready to consider what emphases are most appropriate at the elementary school level, the junior high, senior high, and the junior college levels.

MICHAELIS: In the primary grades we may have become too secure in our beliefs about how good the program is. We should get clear differentiation among the community studies carried on, and provide for synthesis and reorganization, but not repetition. We should focus on certain areas, and indicate the relationship of other areas by application of the problem-solving process. We should clearly indicate the role youngsters have, as well as the role of others, and the interrelationship of those roles.

In grades four through seven we should study culture regions, as well as geographic regions, moving from California in grade four, and the United States in grade five, to Western Hemisphere countries in grade six and Eastern Hemisphere countries in grade seven. We can select countries to study so that the cultures within each will acquaint youngsters with different value systems and help them think about

⁸ Seagoe, May V. *A Teacher's Guide to the Learning Process*. Dubuque, Iowa: Wm. C. Brown Co., 1956.

problems that relate to values. Most of these will not be controversial because most of them will not be in areas of conflict.

We should lighten the load in grade eight and look at citizenship responsibilities in grade nine after having developed a solid foundation for them the previous year.

In grade ten (or perhaps nine in some school systems) we should synthesize and reorganize information about the world—its people and their problems. In grade eleven the emphasis on United States history should differ from the emphasis it is given in grades eight and fourteen.

In the junior college we should look deeply at some of the great ideas that have influenced ways of living. Students at this level can come to grips in a systematic way with different values, and the ideas of great thinkers and their impact on social problems. We should look at these values in grade thirteen by reference to the "Story of Civilization," and in grade fourteen to the "Story of America."

HANNA: In studies of home and community, in the primary grades we need to avoid duplicating from one year to the next what has been taught and learned. This means that in the primary grades different aspects of community life will be studied at each grade level. These might vary in different parts of California. Study of the same aspect of community life is not necessarily appropriate for children living in different communities. In the middle grades a number of cultures ought to be studied, but the culture studies should be of simple cultures, with which youngsters can identify themselves. Simple handicraft cultures which children can re-enact help them (1) to understand the similarities and differences among people; (2) recognize the effect of physical environment on how people satisfy their basic needs; (3) appreciate how people have learned to control their environment and adapt to it; and (4) gain empathy for the people whose culture they experience. In the middle grades and in the junior high school we have tried to cover all the countries of the world with the result that children have not gained much understanding of any country or of any group of people. Cultural studies would include life in the colonies and of the pioneers, in grade five, and life in early California, in either grade four or five. I am particularly interested that in grade six the child's interest in *how to do things* be recognized. We can include science and technology and their social implications by reference to changes that have been and are taking place in the world today. A study of communication and transportation, for example, can lead to many social as well as scientific understandings.

In the seventh grade the study of the community and the state seem better suited to the needs and interests of children than does the study of the Eastern Hemisphere. I suggest that study of state and local institutions be moved to the seventh grade. Children in this preadolescent

period are concerned once more with themselves and their immediate environment. This placement would still meet the state requirement at the elementary and secondary school levels and it would help to lighten the load in the eighth grade. In the seventh grade we should emphasize the school, the home, the state, and possibly the physical environment of the nation. Study in the eighth grade would be primarily of the national environment, but not necessarily a chronological approach to United States history. In the ninth and tenth grades I would like to see a two-year sequence focused on learning about world cultures and the economic, geographic, political, and cultural interdependence of the world. At the eleventh grade level I suggest that the approach to American history be through a study of American problems. The historical roots of each problem should be explored and all that is known from the past brought into focus to help the student understand and deal with contemporary problems.

In the twelfth grade I would place emphasis primarily on the problems boys and girls have as they prepare for life in the adult world today. These would include personal as well as economic and political problems.

PARKER: I should like to see units taught as they are needed on how conflicts are met. We could utilize materials from different times, places, cultures, social organizations, and social structures in a study of how conflicts are met. Also I should like to include units on how decisions are made at different times in different places and in different situations. I would like these units inserted at the appropriate places in the social studies program. There are stages in the development of children and youth when this type of study would appeal to them and benefit them.

BOSTWICK: At the beginning of a study such as this, one first has many ideas for its development and then is soon faced with a need to compromise. This is where the problems begin. All sounds wonderful until it is necessary to *do* something with the ideas.

In the Denver program, in which I worked, we left the kindergarten free. In the kindergarten, emphasis was to be placed on the socialization of children. We agreed to build during later years on the social education which the kindergarten teachers initiated.

We had in mind to first give consideration to the immediate environment and to move from this toward the distant environment, and all the time that we worked with that idea in mind we were worried about its correct use. In these modern days of television, children live in more than one neighborhood and one community. They wander over the world. Should we base a curriculum on movement from the near to the far? This was a serious question for us.

We did recommend study of the neighborhood in the first grade, and study of the family in the first grade, where we also introduced a unit

on "Living Things Out of Doors." We thought the children were not getting enough science so we incorporated science all the way through with our social studies. When we realized that first graders get around a great deal, and that study of the neighborhood might be too limiting, we introduced a unit called "Far and Wide."

We built on the idea of living in our community, extending ever outward through the sixth grade. We provided some understanding of the past in the seventh grade, with American history taught as an adventure story, in the eighth grade, for some sense of chronology. We placed study of citizenship in the local community in the ninth grade, and moved from a study of government to a four-week unit on the United Nations. In the senior high school we worked on American problems rather than on another chronological treatment of history.

Our introduction of science units in the elementary school proved to be good. The youngsters liked the units, as did the teachers. These are the science units we introduced:

First Grade—Living Things Out of Doors

Second Grade—The Five Senses

Third Grade—Animals Near and Far

Fourth Grade—Forces That Work for Man

Fifth Grade—Chemical Changes and How They Affect Our
Everyday Life

Sixth Grade—Astronomy

QUILLEN: My point of view is somewhat similar. At the primary level we might well emphasize community studies. We could begin in kindergarten and the first grade with emphasis on the home and school and follow in the second grade with emphasis on the neighborhood, leading to the larger community in the third grade. In the fourth to the seventh grades we can compare cultures, and study life in the world today. I would allocate studies in living in the state to the fourth grade, living in the nation to the fifth grade, the study of the Western Hemisphere to the sixth grade, and the study of the Eastern Hemisphere to the seventh grade. In the sixth and seventh grades we could carefully select representative major cultures in the world and study them on a comparison-contrast basis, using what we have learned about our own community, state, and nation. Throughout these seven grades I would emphasize the ways people live in their communities in different parts of the world. In the eighth grade I would emphasize citizenship to help the learner see the richness of our contemporary life, the possibilities for action on his part, and to help him realize his own special talents and limitations. I would emphasize in the eighth grade the building of America and the building of our American culture. I would pay particular attention to the development of different ways of living in early America, to the Westward Movement, to the conflict over national

unity, and to the changing position of the United States in the contemporary world. And in the ninth grade I would emphasize more the institutional approach to community civics, but from the point of view of individual needs. Here again I would move from the local community to the state, to the nation, and to the world. In the tenth grade I would suggest study of the world situation, but in doing so would show how cultures have developed in different parts of the world and how these cultures have become more and more interdependent. This would enable youth to understand that our own culture today, our own community life, is what it is because of what people in all places in all times have done. In the last part of the tenth grade I would emphasize certain broad topics, such as scientific development, democracy, nationalism, imperialism, war and the efforts to maintain peace, plus other similarly important topics. In the eleventh grade I would do the same thing with America, and I agree with the theme of "A Democratic Nation in a World Setting" which was recommended in the Wesley Report on *American History in Schools and Colleges*.⁴ Here again I would use the problems approach and emphasize the world responsibilities which the American people have. In the twelfth grade I would use the personal-social approach to a transition from high school to the greater responsibility beyond high school. I would include opportunity for the statement of a personal philosophy of life; reaffirmation of the selection of an occupation; decisions regarding the additional education needed; basic decisions relative to establishing a family; and basic decisions regarding participation in local organizations, community affairs, and international responsibilities. At the thirteenth grade I would emphasize the world situation again, but from the point of view of what might be thought of as intellectual history and philosophy—looking intensely at ideas that make the contemporary world what it is—a study of origins, of values, likenesses and differences among cultures in the world. For the fourteenth grade I would suggest an intensive look at our American civilization from the same point of view.

I also favor study of selected cultures in the sixth grade; and in the seventh grade, the personal-social approach to the young adolescent's problems in the family and in the community.

MICHAELIS: I assume that there will be appropriate units that synthesize ideas relative to transportation and conservation and the personal-social problems of youngsters living in a particular community.

HANNA: One factor which supports the idea of placing community study in the seventh grade is the need for a common program in the eight-year elementary schools and in the 6-3-3 schools. The main argu-

⁴ *American History in Schools and Colleges*. The Report of the Committee on American History in Schools and Colleges, of the American Historical Association, the Mississippi Valley Historical Association, the National Council for the Social Studies, Edgar B. Wesley, Director of the Committee. New York 11: Macmillan Co., 1944.

ment, however, is that its location in the seventh grade is more in keeping with the developmental interests of youngsters eleven and twelve years old. For the ninth and tenth grades an integrated program should be prepared and required. In some places youngsters study South America in the sixth grade and then study it again in the seventh grade. I don't know why this should be if elementary and secondary school people work together. This is an example of undesirable repetition and points to the need for a continuous program.

BOSTWICK: We should do everything possible to prevent a chronological study of American history in the fifth grade, the eighth grade, the eleventh grade, and at the thirteenth or fourteenth grade levels. A chronological study is thin; it requires the teacher and pupils to cover too much and it doesn't go deep enough to get at basic issues. We are in error when we assume that by the time young people reach the thirteenth grade they still do not know anything about American history.

MICHAELIS: We need "wiggle" room regarding the placement of world problems, in the secondary school. Because of academic and other requirements, students should be able to study world problems in more than one grade.

HANNA: Continuity is one of the best contributions the Central Committee could make to the development of a social studies program in California, since a strong need exists for a continuous sequence in the social studies. Many ill-founded arguments are advanced against it at particular levels. The times and the issues are such that we cannot turn young people out of the schools who are ignorant of social issues.

PARKER: I know nothing regarding growth-development and learning that would cause me to believe that all of one year should be devoted to any one area of study. My plea, therefore, is for "wiggle" room in the allocation of materials at the different grade levels. We need materials that are organized by reference to processes and operations, such as how conflicts are met, how decisions are made.

QUILLEN: All of us are agreed that there should be flexibility at all grade levels so that there can be pupil-teacher planning and the special needs of individuals and groups in local communities can be met.

MICHAELIS: By planning do you mean that teachers, co-ordinators, and others provide a general outline to prevent hiking up blind alleys?

QUILLEN: I do mean that.

BOSTWICK: In Denver we found that if we filled every moment with required material we cancelled out opportunity for pupil-teacher planning and working with issues as they arise. Let's not ruin these opportunities.

CONNER: I would like to have you clarify your thinking about science, safety, health, conservation, and some of the areas required in our legal structure.

HANNA: We think of an integrative unit of work as one which draws upon and cuts across many fields, and one which draws its content primarily from the social sciences, plus other related fields. If the community is studied as an integrative unit in the first grade, a great deal could be done in this unit with science concepts and understandings.

People sometimes think we are not offering enough science in the elementary school because the science implications of a unit have not been clearly defined. Just as we teach skills outside of a unit of work in the elementary school but utilize them within the unit, there will likewise be times when we need to teach science outside the unit. This additional teaching apart from the unit, need not be organized as another unit. One cannot satisfactorily have two integrative units running simultaneously within one classroom.

BOSTWICK: We found in Denver that people became so involved with social relationships that they forgot to bring in science implications. Many concepts have strong social meanings, but they also require much accurate scientific interpretation. People who teach now are responsible for much more scientific understanding than ever before.

MICHAELIS: Intensive study of this problem has revealed to me the need for four types of science experience: (1) science which is pertinent to problems in a given social studies unit—and much of our science is, (2) science which should be organized into separate units, including the social implications involved; (3) science which can be shared or considered during short (or incidental) periods of study but which has significance because of the situations in which children and youth find themselves, and (4) science which can best be covered by long-term study, including reference to many social implications. These four types of science experiences are involved in other content areas as well. The great danger in identifying types such as these is that an assumption might be made that all four types require the same amount of attention. Attention should be given to science in the social studies program but the science which does not readily lend itself to a social studies relationship should be taught separately.

QUILLEN: We agree that health, safety, and conservation—those things required by state law—are an integral part of the social studies program.

CONNER: Would you include them in over-all planning for the social studies?

BOSTWICK: In Denver we used them as "threads" in the social studies program. We saw health as something that runs all through the program

the same as conservation, weather, safety, and the observance of holidays. We felt that these should not be included as separate units.

HANNA: This is another reason why I would place study of the community in the seventh grade. Study of the school, home, community, and state gives many opportunities to bring in safety, health, conservation, weather, elements, and other aspects of science as part of the units taught.

BOSTWICK: Aren't you recommending a study of California in the fourth grade?

HANNA: My recommendation is for study of early California in the fourth grade, primarily so that children can acquire an appreciation for the heritage of California. In such a unit children could relive the life of an earlier culture. In the seventh grade the life, problems, and government of modern California could be studied.

By the ninth grade, children are more able to deal with abstractions than are younger children. We could help them understand that the world in which they live is big and broad. I would place much emphasis on human geography, natural resources, and the interdependence of people of the world. I would also include the concern that adolescents have for themselves by providing a unit on the personal problems of youngsters, including their concerns about getting ready for high school. I would not put driver education in the ninth but in the tenth grade.

BOSTWICK: What about citizenship studies wherein adolescents study about the ways men have learned to live together under law?

HANNA: I would hope children would learn this in each grade, including kindergarten. But the structure and function of government at the local and state levels would be emphasized in the seventh grade, and the national level in the eighth. Government would be studied at the international level in the ninth and tenth grades. Government and citizenship would also be taught in the eleventh and twelfth grades.

CONNER: How can we do the thing Dr. Parker suggests, with continuity?

PARKER: I am not nearly so concerned about continuity as I once was. I have been involved in state and local programs in social studies in which we worked hard to provide continuity. We later went into classrooms and I didn't find there the continuity we had written into the programs. This is one reason why I am moving away from conventional scope and sequence. I am also moving away from the idea of devoting all of one year to one particular emphasis and to topics related to it. This isn't the way people live and learn. It is the way scholars do. They work at it during a lifetime.

CONNER: I would like to have your thinking regarding flexibility. We need planning on a broad enough scale so that we might invite textbook publishers to prepare rich materials for use in the kind of program that we contemplate. Broad allocations alone do not help people in that industry in knowing the kinds of materials that we believe would be most useful. How to define our program with enough definiteness so that it will provide guide lines for the preparation of materials is one of our problems. Someone earlier mentioned interstate planning in developing the curriculum. There are elements in that procedure which merit our attention; yet I am sure the Central Committee would endorse your feeling that the social studies program should provide for much flexibility.

HANNA: A textbook need not necessarily be organized in the way which I would like to teach, because I would not rely to any great extent on a single book. I would like books to be used as resources from which young people may derive solutions to problems. We need to free teachers from following a textbook, page by page. We may never get agreement on how American history should be taught at any one level, but we should agree on what to offer. If, for example, Mexico is the culture we want to study at the fourth grade level, we need materials on Mexico that can be used. This, I believe, is what you are referring to—not whether it is organized in the way in which it might be used.

QUILLEN: If we allocate large areas of study to each grade level, we can then suggest units within each of the grade levels. If we do this, we would provide two kinds of flexibility: (1) we would suggest units, not require them—thus teachers may use the suggested units, or others; and (2) as each unit would have flexibility, different teachers could provide different emphases within each unit.

HANNA: We do need multiple books. If we tie ourselves to one book we cancel out the flexibility that we want.

QUILLEN: In summary, I would like to identify some topics that have come up for discussion. Certain of these topics on which we have expressed points of view are: (1) whether or not the program should be continuous and required, kindergarten through grade twelve; (2) the relationship between the social studies program and other parts of the total school program, with particular reference to the total school responsibility for social education; (3) the nature of social studies objectives and how to state them in terms of behavior, (4) characteristics of contemporary culture that give leads as to the kinds of behaviors that we need to develop through the social studies program; (5) the concepts and generalizations that we want to emphasize throughout the program; (6) the methods, processes, and techniques to be emphasized; (7) the methods and techniques to be used in applying the knowledge we have

gained; and (8) the place of controversial issues in the social studies program. We have said here that dealing with controversial issues is essential to any effective program of citizenship education in a free society.

Other questions relate to what we need to learn about growth and development that will help us in selecting and organizing content; what we want to emphasize at every grade level; what emphases are appropriate for the different divisions within the school—elementary, junior high, senior high, and junior college levels; what areas of experience and content to allocate to each grade level; how to maintain maximum flexibility at each grade level; the place of science, health, and other important strands of the program; and the maximum involvement of all groups concerned with continuous development and improvement of the social studies.

While we have a considerable area of agreement on the panel, we also have differences of opinion. This is a healthy thing. There will be differences at the end of the summer, even after more intensive study in the workshops.

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

STANLEY E. SWORDER was appointed Chief, Bureau of Adult Education, Division of Instruction, on August 2, 1957. Mr. Sworder came to the State Department of Education in 1948, serving as Consultant in Adult Education until December, 1956, when he took over the duties of Acting Chief of the Bureau, after the retirement of George C. Mann.

Mr. Sworder holds a Bachelor of Arts degree from Fresno State College. He qualified for his general secondary credential at Columbia University and at the University of California, Berkeley. He was granted the administrative credential after doing additional graduate work at Berkeley in 1937. He has also carried on other graduate studies in adult education at the University of California and at Mills College. Before coming to the State Department of Education he served as Principal of the Berkeley Evening High School; and as Principal of the Berkeley Elementary School. From 1943 to 1946 he served as a lieutenant in the United States Navy.

EUGENE M. DEGABRIELE was appointed Consultant in Adult Education, Bureau of Adult Education, Division of Instruction, effective August 30, 1957. Before coming to the State Department of Education in 1948 to serve as a Technician in the Bureau of Readjustment Education, he served as Counselor, Placer Union High School; Vocational Adviser and Veterans Co-ordinator, Placer College; Veterans Adviser and Acting Chief, Guidance Center, Veterans Administration, San Francisco; Special Agent, Military Intelligence, United States Army, and as a teacher in Aberdeen, Washington.

Mr. DeGabriele received his B.A. and M.A. degrees from the University of Washington. He has also attended Washington State College, the University of California, and the College of the Pacific.

ARTHUR DONALD BROWNE was appointed Consultant in State College Curricula, Division of State Colleges and Teacher Education, effective August 15, 1957. Dr. Browne received his B.A. degree from San Jose State College, his M.A. degree from Stanford University, and his doctorate from Syracuse University.

Prior to accepting the position with the State Department of Education as Consultant, he was Professor of Higher Education, and Director of Administrative Studies at Brigham Young University. He has also held positions as Assistant in Higher Education, Evaluation Service Center, Syracuse University; Assistant Professor of Psychology in the University of Denver; and Researcher for the National Education Association.

REGULATIONS ADOPTED BY DIRECTOR OF EDUCATION

Refunds of Rents, Charges, and Fees for State College Student Housing Facilities. The Director of Education, acting under the authority of Education Code Section 20357, and with the approval of the Director of Finance, amended Sections 951.11 and 951.12 of Title 5 of the California Administrative Code, relating to rents, charges, and fees for state college student housing facilities, effective as of September 1, 1957.

NOTE: The complete text of these amended sections of Title 5, California Administrative Code, noted in the preceding paragraph will appear as reprints from the California Administrative Register, and will be available from the State Department of Education.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education during its regular meeting held in Arcata, September 12, 13, and 14, 1957.

The actions taken which are in relation to school district organization are completed upon the filing by the State Board of Education of its notice of approval. The annexations are effective July 1, 1958.

Changes in Rules and Regulations

Accident Report Forms. Acting under the authority of Education Code Section 12135, the Board amended Section 421 of Title 5 of the Title 5 of the California Administrative Code, relating to accident report forms, to read as follows (effective October 18, 1957):

178. Accident Report Forms. An accident report form approved by the State Department of Education shall be in the automobile at all times and shall be completed by the instructor without delay following any accident, regardless of damage or injury, and filed with the principal. A duplicate copy of the report shall be forwarded by the principal within 24 hours to Secondary Education, State Department of Education, State Education Building, Sacramento, California. The report form entitled Driver's Accident Report Form, California Highway Patrol, is approved for the purposes of this section. The foregoing requirements contained in this section are in addition to, and not in lieu of, reports otherwise required by law to be filed.

Librarianship Credential. Acting under the authority of Education Code Section 12135, the Board amended Section 421 of Title 5 of the California Administrative Code, relating to the librarianship credential, by changing subsection (b) thereof to read as follows (effective October 18, 1957):

421 (b) Twenty-four semester hours of special training in either:

- (1) A library school accredited by the American Library Association; or
- (2) A teacher-training institution accredited by the National Council for Accreditation of Teacher Education, or the California State Board of Education.

Provisional Credentials. Acting under the authority of Education Code Sections 12060, 12061, 12062 and 12400.1, the Board amended Section 613 of Title 5 of the California Administrative Code, relating to provisional credentials, by changing subsection (e) to read as follows (effective September 18, 1957) and declared the amendment an emergency regulation:

613 (e) First Renewal and Subsequent Renewals of Provisional Credentials Issued under Subsection (b) of Section 620 or 621, or Subsection (b) or (c) of Section 622, or Paragraphs (1) and (2) of Subsection (a) of Section 622.5. This subsection

applies only to a provisional credential granted under subsection (b) of Section 620 or 621, subsection (b) or (c) of Section 622, or paragraphs (1) and (2) of subsection (a) of Section 622.5.

(1) **Renewal Requirements.** A provisional credential so granted may be renewed for the first and subsequent times if the holder submits both of the following documents:

(A) **Official verification** (Form No. 41-27) that during the life of the credential to be renewed the holder completed six semester hours of work acceptable toward a bachelor's degree and/or a regular credential in an approved teacher-education institution.

(B) **A statement of need** as set forth in Section 611 (a) (4).

(2) **Limitation of Service.** A credential issued on this basis and all renewals thereof shall be limited to service in the district, county, or state agency requesting the issuance of the credential. When the holder of a provisional credential granted on this basis completes the then current minimum academic requirements for an initial provisional credential under subsection (a) of Section 620, 621, or 622, as the case may be, he may make application for a new initial provisional credential on that basis.

Exclusion for Crediting Attendance. Acting under the authority of Education Code Section 6801, the Board amended Section 9 of Title 5 of the California Administrative Code, relating to exclusion for crediting attendance, by changing subsection (k) thereof to read as follows (effective September 18, 1957) as an emergency regulation:

(k) *Exclusion for Crediting Attendance.* Notwithstanding any provision of this article to the contrary, if for any period of time during a pupil's regularly programmed school day the pupil attends a school-sponsored function or engages in a school-sponsored activity for which he pays an admission charge or a participation charge, for which period of time no attendance for apportionment purposes may be counted under Education Code Section 6904 or because an admission or participation charge is paid, only his actual attendance upon a school or class may be counted for apportionment purposes, and such apportionment attendance shall be computed under subsection (1) of this section.

Physical Examination for Retired Person Serving as a Substitute. Acting under the authority of Education Code Section 14645, the Board amended Sections 70.1 and 78 of Title 5 of the California Administrative Code, relating to physical examination for a retired person serving as a substitute teacher, effective October 18, 1957.

NOTE: The complete text of the sections of Title 5, California Administrative Code as amended by action noted in the preceding paragraph will appear as reprints from the California Administrative Register, and will be available from the State Department of Education.

Approval of Appointments to Advisory Boards for State Colleges

In accordance with Education Code Sections 20361-20368, the Board confirmed the appointment by Director of Education Roy E. Simpson of the following members of the advisory boards for nine state colleges, to serve for terms ending September 30, 1961.

CHICO STATE COLLEGE

Milton Gerlicher, McCloud River Lumber Company, McCloud
Mrs. Hans (Mary) Lemcke, Cummings Road, Durham
Paul T. Wemple, Susanville, vice Paul Lamborn, resigned

FRESNO STATE COLLEGE

Harry Baker, Producers' Cotton Oil Company, P. O. Box 1832, Fresno

Frank Homan, 502 Terrace Avenue, Fresno

Mrs. Genevieve W. Smith, 315 Clinton Avenue, Fresno

HUMBOLDT STATE COLLEGE

Robert W. Matthews, Manager Brizard-Matthews, Machinery, 980 Fourteenth Street, Arcata

Don O'Kane, President and General Manager, Eureka Newspapers, Inc., 328 E Street, Eureka

LONG BEACH STATE COLLEGE

John W. Hancock, President, Hancock Oil Company, P. O. Box 810, Long Beach

Walter B. Havekors, Vice President and Manager, Bank of America, First and Pine Streets, Long Beach

Lloyd S. Whaley, Builder, 4439 Atlantic Avenue, Long Beach

LOS ANGELES STATE COLLEGE OF APPLIED ARTS AND SCIENCES

Harry Hillman, Member of Los Angeles City Board of Education, 450 North Grand Avenue, Los Angeles 12

W. G. Paul, President, Los Angeles Stock Exchange, 618 South Spring Street, Los Angeles 14

SACRAMENTO STATE COLLEGE

C. M. Goethe, Financier, Crocker-Anglo Bank Building, Sacramento 14

Earl Lee Kelly, Vice President, Bank of America, Eighth and J Streets, Sacramento 14

SAN DIEGO STATE COLLEGE

E. Robert Anderson, Assistant General Manager, Union-Tribune Publishing Company, 919 Second Avenue, San Diego 1

Mrs. E. T. Hale, 4075 Alameda Drive, San Diego 3

Robert J. Sullivan, Sullivan Hardwood Lumber Company, 703 West F Street, San Diego 1

Orien W. Todd, Jr., Stanley Andrews Sport Goods Company, 1144 Third Avenue, San Diego 1

SAN JOSE STATE COLLEGE

L. D. Bohnett, Bank of America Building, First and Santa Clara Streets, San Jose

Paul L. Davies, Food Machinery and Chemical Corporation, 1105 Coleman Street, San Jose

SAN FRANCISCO STATE COLLEGE

Hon. Raymond J. Arata, Judge of the Superior Court, City Hall, San Francisco

Reginald H. Biggs, Vice President and General Manager, The Emporium-Capwell Company, Market Street, San Francisco

Adoption of Teachers Guide for Music Instruction

Upon recommendation of the California State Curriculum Commission the Board adopted *Teachers Guide for Music Instruction*, prepared by a Joint Committee of the California Music Educators Association and the Music Committee of the California School Supervisors Association, with the co-operation of the State Department of Education. The *Guide* will be published by the State Department of Education and is expected to be available for distribution to schools during the spring of 1958.

Approval of Proposals for School District Organization

In accordance with the provisions of Chapter 11 of Division 2 of the Education Code (Sections 3410-3421) the Board approved the following proposals:

Annexation of elementary school districts to high school districts in Humboldt County—A proposal by the Humboldt County Committee on School District Organization that the Bald Mountain Elementary School District be annexed to the Arcata Union High School District; the Buck Mountain Elementary School District be annexed to the Fortuna Union High School District; the Clark component of the Loleta Union Elementary School District be annexed to the Fortuna Union High School District; the Eel River Elementary School District be annexed to the Fortuna Union High School District; the Georgeson Elementary School District be annexed to the Fortuna Union High School District; and the Shower Pass Elementary School District be annexed to the Fortuna Union High School District.

Formation of a unified school district in Imperial County—A proposal by the augmented Imperial County Committee on School District Organization that the San Pasquel Union Elementary School District and the Bard Elementary School District become a unified school district.

Annexation of elementary school districts to a unified school district in Sacramento County—A proposal of the Sacramento County Committee on School District Organization that the Freeport, Fruit Ridge, Junction, Pacific, Sutter, Union, and Washington-Kelly Union elementary school districts be annexed to the Sacramento City Unified School District.

Annexation of an elementary school district to a high school district in Santa Clara County—A proposal by the Santa Clara County Committee on School District Organization that the Loma Prieta Union Elementary School District be annexed to the Los Gatos Union High School District.

Annexation of the Central School District of Santa Cruz County to the Los Gatos Union High School District of Santa Clara County—A proposal that the Central School District of Santa Cruz County be annexed to the Los Gatos Union High School District of Santa Clara County.

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4871-4991) the Board approved the following proposals:

Formation of a union elementary school district in El Dorado County—A proposal of the augmented El Dorado County Committee on School District Organization that an election be held in the Fairplay, Indian Diggings, Mountain, Mount Aukum, River, and Willow elementary school districts to determine whether the voters in these districts wish to form a union elementary school district.

Annexation of an elementary school district to a unified school district and a subsequent change of boundaries in Lake County—A proposal of the augmented Lake County Committee on School District Organization that an election be held to determine whether the voters in the Cobb Valley Elementary School District wish to annex the Cobb Valley Elementary School District to the Middletown Unified School District; and that subsequent to such annexation the boundary of the district be changed to exclude sections 26, 27, 28, 29, and 30 of township 12 north, range 8 west, from the Middletown Unified School District, and that this territory be included in the Mountain component of the Kelseyville Union School District.

Formation of a unified school district in Los Angeles County—A proposal of the augmented Los Angeles County Committee on School District Organization that an election be held to determine whether the voters in the La Verne Elementary School District, La Verne Heights Elementary School District, and San Dimas Elementary School District, wish to form a unified school district.

Formation of a unified school district in Riverside County—A proposal of the augmented Riverside County Committee on School District Organization that an election be held to determine whether the voters in the Alberhill, Elsinore Union, Wildomar, Murrieta, and Temecula Union Elementary School Districts,

which are in the Elsinore Union High School District, wish to form a unified school district.

Formation of unified school districts in Sacramento County—Proposals of the augmented Sacramento County Committee on School District Organization that elections be held in (1) the Arcade, Arden-Carmichael Union, Fair Oaks, Orangevale, and Sylvan elementary school districts, which are in the San Juan Union High School District; and (2) the Del Paso Heights, Elverta, Natomas Union, North Sacramento, Rio Linda Union, and Robla elementary school districts, which are in the Grant Union High School District, to determine whether the voters in these districts wish to form unified school districts.

Annexation of two elementary school districts to a third elementary school district in Santa Clara County—A proposal of the Santa Clara County Committee on School District Organization that an election be held in the Llagas and Machado elementary school districts to determine whether the voters in these districts wish to be annexed to the Morgan Hill-Burnett Elementary School District.

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, effective on the dates shown:

	Revocation effective	By authority of Education Code Section
Adams, Bruce Martin	August 9, 1957	12754
Ashton, John R.	July 12, 1957	12754
Baker, Frederick Ross	September 12, 1957	12756
Busby, Benjamin Franklin, Jr.	July 17, 1957	12754
Cairns, Charles Ernest	August 29, 1957	12754
Coffey, Edward Patrick	August 6, 1957	12754
De Lisle, Paul Francis	September 12, 1957	12756
Dobbins, Robert Edward	July 6, 1957	12754
Ferrier, Bobby Lee	September 6, 1957	12754
Flores, Louis Sierra	September 12, 1957	12756
Fox, James William	September 12, 1957	12756
Frank, Joseph Stephen	July 10, 1957	12754
Grinols, Lance Richard	August 13, 1957	12754
Heller, John Joseph	August 24, 1957	12754
Herring, George Andrew	July 15, 1957	12754
Humphry, Eldon Keith	August 1, 1957	12754
Huscher, Gladys Bowles Teeple	August 27, 1957	12754
Kunzelman, George Charles	July 24, 1957	12754
Lengyel, Louis Charles, Jr.	August 8, 1957	12754
Lynch, William Edward, former teacher, Fremont High School, Los Angeles	September 12, 1957	12752
McKeown, Jack Elwood	September 7, 1957	12754
McHenry, Frederick Paul	September 12, 1957	12756
Nafe, Thomas Lee Christopher	July 7, 1957	12754
Oyer, Harlan Maris	September 12, 1957	12756
Parker, Wendell Lee	July 29, 1957	12754
Pasalis, Louis Charles	September 12, 1957	12752
Pryor, Barbara	July 1, 1957	12754
White, Dolouise Rhyne (Falcon)	September 4, 1957	12754

Suspension of Credential for Public School Service

Under authority of Education Code Section 12756, the Board ordered the suspension of credentials, life diplomas, and certification documents heretofore issued to John Evermonde Anderson.

Granting of Credentials to Applicant Whose Previous Credentials Had Been Revoked

In accordance with the provisions of Education Code Section 201 (m), the Board approved the issuance of a special secondary credential in music and a special subject supervision credential in music to Joseph Chandler Henderson, whose credentials had been revoked May 10, 1957, provided that he meets all the academic and course requirements therefor.

Termination of Suspension of Credentials

In accordance with the provisions of Education Code Section 201 (m), the Board approved the issuance of a general elementary credential to Horace Dyer Crist, whose credential had been suspended on January 1, 1957, provided he meets the academic and course requirements therefor; issuance of the credential to be effective January 1, 1958.

In accordance with the provisions of Education Code Section 12756, the Board approved termination of the suspension of credentials of William Duncan Woodworth, whose credentials had been suspended November 8, 1956, provided he meets the academic and course requirements therefor.

REGULATIONS ADOPTED BY TEACHERS RETIREMENT BOARD

The following actions were taken by the State Teachers Retirement Board at a meeting September 11, 1957.

Teachers Retirement. The State Teachers Retirement Board, acting under the authority of Education Code Sections 14310, 14472, 14473, 14484, 14487, and 14480.1, amended Sections 20500, 20501, 20503, 20511, and 20527 of, and added Section 20529 to Title 5 of the California Administrative Code relating to regular meetings of the Retirement Board, authority of the secretary of the Board, disbursement of funds according to claims, repayment of withdrawn contributions, monthly reports by retired teacher, and nomination of beneficiaries (effective October 18, 1957).

NOTE: The complete text of the sections of Title 5, California Administrative Code as added to or amended by action noted in the preceding paragraph will appear as reprints from the California Administrative Register, and will be available from the State Department of Education.

Option to Repay Withdrawn Contributions. The State Teachers Retirement Board, acting under the authority of Education Code Sections 14313 and 14524, added Section 20512 to Title 5 of the California Administrative Code as an emergency regulation relating to teachers retirement, to read as follows (effective September 18, 1957):

20512. ***Option to Repay Withdrawn Contributions.*** An election pursuant to Education Code Section 14524 to redeposit contributions previously withdrawn

must be received by the Board at its Sacramento Office no later than 90 days from the date on which notice of the right to make such election was mailed by the Board to the member at his latest address on file with the Board or to his employer; otherwise, the right to so elect shall be deemed to expire at the end of said 90-day period unless, in the opinion of the Board, said election would have been so filed but for circumstances not within the control of the member.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. A list of events scheduled for the school year 1957-58 was published in the September issue of *California Schools*. Notices of the following have been received since publication of the October issue:

Date	Organization and Event	Place
November 28, 29 and 30, 1957	Western Speech Association, Annual Convention	Miramar Hotel Santa Barbara

ANNUAL CLOTHING CRUSADE

The Sixteenth Annual Clothing Crusade has been announced by the Save the Children Federation, an accredited child service organization working both in the United States and abroad. An important part of the program of this nonprofit, nonsectarian, and nonpolitical organization is its used clothing project to gather garments for the people it serves. More than ever, this year, because a series of disasters have imposed great hardships on children in the affected areas, co-operation is sought from school administrators to promote bundle days for the collection of used clothing. Bundle days illustrate as well, the schools' efforts in teaching responsible citizenship. Material related to the Crusade may be obtained from Save the Children Federation, Carnegie Endowment International Center, U. N. Plaza at 46th Street, New York 17, New York.

AMERICAN EDUCATION WEEK

The thirty-seventh annual observance of American Education Week has been scheduled for November 10 to 17, 1957, with "An Educated People Moves Freedom Forward" as its general theme. Daily topics to carry out the theme have been announced as follows:

- November 10: Education for Moral Values
- November 11: Education for Responsible Citizenship
- November 12: What Our Schools Should Achieve
- November 13: Ways to Provide Better Education
- November 14: Our Community's Teachers (National Teachers Day)
- November 15: Our School-Community Relationships
- November 16: Our Own Responsibility for Better Schools

The sponsors of American Education Week are the National Education Association, the American Legion, the U. S. Office of Education,

and the National Congress of Parents and Teachers. Information and materials related to the observance of American Education Week may be obtained from the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

COLLEGE AND A NAVAL CAREER

For the twelfth consecutive year the U. S. Navy is preparing to select 2000 candidates for college training in the Naval Reserve Officers Training Corps (NROTC). Sponsored by the Department of the Navy, this is the largest single subsidized college training program in the country. The annual nationwide qualifying examination for candidates will be conducted on Saturday, December 14, 1957, at supervised testing centers in cities throughout the United States and territories; deadline date for receipt of applications for the Navy College Aptitude Test is November 16, 1957. Features of the program include: payment of tuition, fees, books, and \$50 per month, for four years; uniforms; three educational cruises; draft deferment; and commission in the Navy or Marine Corps upon graduation. Those selected will enter colleges and universities throughout the United States as midshipmen in the U. S. Naval Reserve, in September, 1958, to pursue their studies. Further information may be obtained from high school principals; Navy recruiting stations; any college with a NROTC unit; or, Educational Testing Service, at P. O. Box 27896, Los Angeles, California.

ANNUAL HIGH SCHOOL PHOTOGRAPHY CONTEST

The thirteenth annual national high school photographic awards contest has been announced by Eastman Kodak Company. Changes in contest rules for 1958 will present students with increased opportunities for recognition for achievement in photography. Contestants will compete only against other students in the same grade for state merit certificates and for national awards. The contest will offer \$10,400 in cash prizes, double the amount of previous years. The competition, which is on the approved list of national contests of the National Association of Secondary-School Principals, is open to students in grades 9 through 12, in any public, private, or parochial school in the United States and its territories.

Primary qualifications are that the pictures must have been taken by the students themselves, since April 1, 1957, and must not have been previously entered in any national contests. Entries can be sent between January 1 and March 31, 1958. A selection of winning photographs will be made to form a traveling exhibition. Exhibits from previous contests are now in circulation, and are available for display in high schools. Full information may be obtained from Kodak High School Photo Contest, 343 State St., Rochester 4, New York.

Professional Literature

PUBLICATIONS RECEIVED

- BENTWICH, NORMAN. *The Rescue and Achievement of Refugee Scholars: The Story of Displaced Scholars and Scientists, 1933-1952*. The Netherlands: Martinus Nijhoff (Agent, Tice and Lynch, N. Y.), 1953. Pp. xiv + 108.
- BOND, GUY L., and TINKER, M. A. *Reading Difficulties: Their Diagnosis and Correction*. New York 1: Appleton-Century-Crofts, 1957. Pp. viii + 486. \$5.25.
- Books to Build On. First Books to Buy for School Libraries: Elementary, Junior High, High School*. With added material reprinted from *Junior Libraries*. Prepared under the direction of ELVAJEAN HALL. New York 36: R. R. Bowker Co., 1957. Pp. 80. \$2.00.
- BROOKWALTER, KARL W. *Fitness for Secondary School Youth*. Washington, D. C.: American Association for Health, Physical Education and Recreation, 1956. Pp. 150. \$2.50.
- Citizenship Education Equipment Inventory: A Checklist of Equipment and Materials for Grades 7-12*. Curriculum Leaflet No. 7. Albany, New York: Bureau of Secondary Curriculum Development, University of the State of New York, State Education Department, 1957. Pp. 20.
- DAWSON, MILDRED A., and ZOLLINGER, MARIAN. *Guiding Language to Learning*. Yonkers-on-Hudson 5, New York: World Book Co., 1957. Pp. x + 534.
- Financing Education in the Public Schools*. Princeton, New Jersey: Tax Institute, Inc., 1956. Pp. viii + 184. \$5.00.
- Handbook for Applied Music: Grades 7-12*. Albany, New York: Bureau of Secondary Curriculum Development, University of the State of New York, State Education Department, 1957. Pp. 184.
- A Handbook for Instructional Leaders on the Use of Encyclopedias in Schools*. A Report of a Workshop Held at the University of Washington, August, 1956. Seattle 5, Washington: Department of Publications and Printing, University of Washington, 1957. Pp. 32.
- HUBER, LOUIS H. *Producing Opera in the College*. New York 27: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. x + 116. \$3.75.
- LUNDEN, WALTER A. *Demography of Delinquency: Analysis of the Social, Economic and Judicial Factors Involved in the Problem of Delinquency in Iowa in Time and in Space*. Ames, Iowa: Iowa State College, 1956. Pp. 182. \$3.15.
- MCCARTHY, RAYMOND G. *Teen-agers and Alcohol: A Handbook for the Educator*. New Haven, Conn.: Publications Division, Yale Center of Alcohol Studies, 1956. Pp. viii + 188. \$4.00.
- Our Public Schools—Annual Report of the Superintendent of Schools, City of New York, 1955-56. Part II: *Puerto Rican Children*. Brooklyn 1, N. Y.: Board of Education of the City of New York, 1957. Pp. vi + 28.
- Public Recreation and Parks in California: Principles and Current Practices, 1957*. Publication 56-4. Sacramento 14: State of California Recreation Commission, 1957. Pp. 76. \$50.*
- Research Resume: 1956 Addition to Annotated Bibliography on Education of Gifted Children*. San Francisco 2: State Advisory Council on Educational Research, California Teachers Association, 1957. Pp. ii + 44.

* Available from Documents Section, State Printing Division, Sacramento 14, California.

Second Report to the President: The President's Committee on Education Beyond the High School. Washington, D. C.: The President's Committee on Education Beyond the High School, 1957. Pp. xiv + 114.

TURNER, MARION E. *The Child Within the Group: An Experiment in Self-Government.* Stanford, California: Stanford University Press, 1957. Pp. x + 94. \$3.00.

WAYLAND, SLOAN R. *Aids to Community Analysis for the School Administrator.* New York 27: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. 52. \$1.00.

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